

## Unit 5/Week 3

Title: Storm in the Night

Suggested Time: 5 days (45 minutes per day)

Common Core ELA Standards RL.3.1, RL.3.2, RL.3.3, RL.3.4; W.3.2, W.3.4, W.3.7, W.3.8; SL.3.1; L.3.1, L.3.2, L.3.4, L.3.5

### Teacher Instructions

*Refer to the Introduction for further details.*

#### **Before Teaching**

1. Read the Big Ideas and Key Understandings and the Synopsis. Please do **not** read this to the students. This is a description for teachers, about the big ideas and key understanding that students should take away **after** completing this task.

#### Big Ideas and Key Understandings

A safe, nurturing family relationship can help you develop the courage to understand and accept your fears.

#### Synopsis

“Storm in the Night” is a realistic fiction story that looks at the relationship between a grandfather and grandson. It is set against the backdrop of a long storm on a dark night when the lights go out. Due to the power outage there is nothing to do except talk. The grandfather shares a memory of a time when he was a boy and was afraid of thunderstorms. The reader sees the close relationship between the two characters as the story unfolds through their dialogue with each other.

2. Read entire main selection text, keeping in mind the Big Ideas and Key Understandings.
3. Re-read the main selection text while noting the stopping points for the Text Dependent Questions and Teaching Vocabulary.

#### **During Teaching**

1. Students read the entire main selection text independently.

2. Teacher reads the main selection text aloud with students following along. (Depending on how complex the text is and the amount of support needed by students, the teacher may choose to reverse the order of steps 1 and 2.)
3. Students and teacher re-read the text while stopping to respond to and discuss the questions and returning to the text. A variety of methods can be used to structure the reading and discussion (i.e.: whole class discussion, think-pair-share, independent written response, group work, etc.)

### Text Dependent Questions

Text-dependent Questions	Evidence-based Answers
<p>Reread page 128. The author uses figurative and descriptive language to describe the setting of the story. Find and identify figures of speech that the author used to create a picture of the setting. Why did the author choose to use this specific descriptive and figurative language?</p>	<p>“Storm in the night.” This fragment informs “Thunder like mountains blowing up,” is a simile that the reader understand that the sound of a storm is like mountains. “Lightening licking the navy blue sky,” is personification. “Lightning streaming down the windows, babbling in the rain,” is an example of onomatopoeia. The author uses figures of speech to describe the thunderstorm. “The cat’s Mandarin eyes and the carrot-colored flame from the stove, they were quite in the dark.” This descriptive language helps the reader visualize the cat’s glowing eyes and the fire burning in a dark room.</p>
<p>On pages 128-129 the characters face a problem. Grandfather says, “No help for it.” What does Grandfather mean by this and how do they solve their problem?</p>	<p>Because it was so dark the characters can’t see and it is too early to go to bed. When Grandfather says “No help for it.” He means they can’t fix the problem or do something to do. Thomas’s grandfather describes the story about when he was a boy.</p>
<p>Why does the author provide so many comparisons between Thomas and his grandfather?</p>	<p>Thomas has a difficult time believing that he is once a boy like him. Because of this, he does not want to be compared to his grandfather. He thinks that he does not want to be old.</p>

<p>Reread page 131-132. When one of your senses is unavailable, the other senses are heightened. Without the sense of vision, describe what Thomas and his grandfather heard as they “listened to the sounds of the dark.”</p>	<p>They heard a creaking door and a dripping faucet. They heard the cat scratch on his post and grandfather even heard Ringo scratching behind his ear. “The flames made a fluttering noise.” The clock was chiming, the kitchen clock was ticking, and the Congregational Church rang. Thomas also heard swishing, horns honking, and a siren in the distance.</p>
<p>As the story progresses, Thomas and his grandfather show signs of a close relationship. Reread page 133 and find evidence of shifting their relationship.</p>	<p>Thomas teases his grandfather about whether he likes automobiles and electricity when he was young. Grandfather replies that there is too much silliness inside the house and they decide to go outside to sit on the porch together. This shows that they share a sense of humor and enjoy spending time together.</p>
<p>On page 134, the author describes the rain as <u>scarcely</u> sprinkling outside on the porch, “But it whooped windily through the great beech tree on the lawn, <u>brandishing</u> branches, tearing off twigs.” Using context clues define the words scarcely and brandishing.</p> <p>Note to Teacher: Define whooped and windily to help students uncover the meaning of brandish. Help readers focus on how the branches would move to tear off twigs.</p>	<p>The word sprinkling gives us a clue that <u>scarcely</u> was barely raining. The author writes brandish means “tearing off twigs.” Tearing off twigs gives the clue that brandish means to swing or shake vigorously.</p>
<p>Why does Grandfather tell the story about his dog? (Pgs. 135-136)</p>	<p>Grandfather uses his dog as an example of a coward and the dog were afraid of a storm. On page 135, Grandfather says, “We can’t all be brave as tigers.” He does this to convince Thomas that it is okay to admit your fears.</p>
<p>What does Grandfather say that convinces Thomas it is important to tell the truth? How do you know that Thomas understands Grandfather’s message? (Pg. 138)</p>	<p>In the text Grandfather states, “I told you I was telling a true story you’re hearing, so I have to tell the truth.” Thomas responds by saying, “Of course” and apologizes to grandfather for telling an embarrassing truth. This shows Thomas recognizes his grandfather’s honesty.</p>
<p>The turning point of the story occurs on page 139. What is the turning point and how do you know it has occurred?</p>	<p>After Grandfather describes his encounter with the man, Thomas asks how old his grandfather was when it occurred. Grandfather tells Thomas that he is 70 years old. Thomas replies, “Well, some people are pretty frightened.” Grandfather teases back saying, “Of course.” Thomas says nothing. This shows Thomas is considering admitting that he is frightened.</p>

<p>Reread page 140. What lesson is Grandfather trying to get Thomas to understand when he says, "People don't always do what they should"?</p>	<p>In the text Grandfather says, "Having overcome so much, I don't want to forget myself and think about Melvin, I want to live and work and love and be happy and not worry about storms anymore." In this quote he shows that trying to get Thomas to understand is it's been hard for him even when it is hard.</p>
<p>How do you know that Thomas has understood Grandfather's message? (Pg. 141)</p>	<p>Thomas says that if he was alone without R... "I think maybe <i>then</i> I would be a <i>little</i> bit af...</p>

Vocabulary

	KEY WORDS ESSENTIAL TO UNDERSTANDING	WORDS WORTH KNOWING General teaching suggestions are provided
<p><b>TEACHER PROVIDES DEFINITION</b> not enough contextual clues provided in the text</p>	<p>Page 135 - bough Page 136 - errand Page 137 - ashamed Page 138 - admiring Page 141 - natural</p>	<p>Page 132 - mantel Page 139 - scowling</p>
<p><b>STUDENTS FIGURE OUT THE MEANING</b> sufficient context clues are provided in the text</p>	<p>Page 134 - scarcely Page 134 - brandishing Page 140 - overcome</p>	<p>Page 131 - repeats Page 134 - drenched Page 136 - brave</p>

Culminating Task

- Re-Read, Think, Discuss, Write
- *Explain what grandfather understands about Thomas and how he helps Thomas overcome his fear.*

Answer: On pages 135-136 Grandfather uses his dog as an example of a time when both he and the dog were afraid of a storm. On page 136 Grandfather says, “We can’t all be

brave as tigers.” He does this to try to convince Thomas that is okay to admit your fear. In the text it states, “I told you I was afraid. This is a true story you’re hearing, so I have to tell the truth.” “Of course,” said Thomas, admiring his grandfather for telling a truth like *that*.” This shows that Thomas appreciates his grandfather’s honesty. On pages 135-136 Grandfather uses his dog as an example of a time when both he and the dog were afraid of a storm.

After Grandfather describes his encounter with a scary man, Thomas asks how old his grandfather was when it occurred. Grandfather tells Thomas that he was just about his age. On page 139 Thomas replies, “Well, some people my age can get pretty frightened.” Grandfather teases back, “Not you, of course.” Thomas says nothing. This shows that Thomas is now considering admitting that he is frightened. Grandfather is trying to get Thomas to understand that it is better to tell the truth. Grandfather says, “Having overcome my fear enough to forget myself and think about Melvin, I wasn’t afraid of storms anymore.” Thomas says that if he was alone without Ringo or Grandfather, “I think maybe *then* I would be a *little* bit afraid.” By the end of the story Thomas realizes that it is okay to admit your fears.

### Additional Tasks

- Research a natural disaster such as a tornado, hurricane, tsunami, earthquake, or blizzard using at least two different sources (i.e. sites on the Internet or books from the library). Take notes on each source while you read, and sort your findings into the following categories: Why this natural disaster occurs and how communities respond before, during, and after the disaster.

### Note to Teacher

- Elements of realistic fiction include:

- o The characters behave as in real life.
- o The setting of the story is a real place or could be a real place.
- o The events in the story could happen in real life.
- The author uses a lot of writer's craft such as fragments, similes, personification, and descriptive vocabulary that may need further elaboration in order to enhance student comprehension.

Name \_\_\_\_\_

Date \_\_\_\_\_

### **“Storm in the Night”**

1. Reread page 128. The author uses figurative and descriptive language to describe the setting of the story. Find and identify figures of speech that the author used to create a picture of the setting. Why did the author choose to use this specific descriptive and figurative language?
2. On pages 128-129 the characters face a problem. Grandfather says, “No help for it.” What does Grandfather mean by this and how do they solve their problem?
3. Why does the author provide so many comparisons between Thomas and his grandfather?
4. Reread page 131-132. When one of your senses is unavailable, the other senses are heightened. Without the sense of vision, describe what Thomas and his grandfather heard as they “listened to the sounds of the dark.”

5. As the story progresses, Thomas and his grandfather show signs of a close relationship. Reread page 133 and find evidence of shifting their relationship.
  
6. On page 134, the author describes the rain as scarcely sprinkling outside on the porch, “But it whooped windily through the great beech tree on the lawn, brandishing branches, tearing off twigs.” Using context clues define the words scarcely and brandishing.
  
7. Why does Grandfather tell the story about his dog? (Pgs. 135-136)
  
8. What does Grandfather say that convinces Thomas it is important to tell the truth? How do you know that Thomas understands Grandfather’s message? (Pg. 138)
  
9. The turning point of the story occurs on page 139. What is the turning point and how do you know it has occurred?
  
10. Reread page 140. What lesson is Grandfather trying to get Thomas to understand when he says, “People don’t always do what they should”?

11. How do you know that Thomas has understood Grandfather's message? (Pg. 141)